

REPORT
OF THE
KENTUCKY ASYLUM
FOR THE
EDUCATION OF THE BLIND,

(AT LOUISVILLE, KENTUCKY),

FOR THE YEAR ENDING NOVEMBER 1, 1875.

PROPERTY OF THE STATE OF KENTUCKY.

FRANKFORT, KY.:
PRINTED AT THE KENTUCKY YEOMAN OFFICE.
JAMES A. HODGES, PUBLIC PRINTER.
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OFFICERS AND TEACHERS OF THE KENTUCKY ASYLUM FOR THE EDUCATION OF THE BLIND.

COMMISSIONERS.

TERM EXPIRES MAY 1ST, 1877.

W. N. HALDEMAN.

HON. WM. F. BULLOCK.

HON. T. L. JEFFERSON.

TERM EXPIRES MAY 1ST, 1879.

HON. JAMES HARRISON.

HON. H. J. STITES.

Z. M. SHERLEY.

TERM EXPIRES MAY 1ST, 1881.

DR. T. S. BELL, PRESIDENT.

WM. KENDRICK.

GAVIN H. COCHRAN.

TREASURER.

JOHN G. BARRET.

SECRETARY AND SUPERINTENDENT.

B. B. HUNTOON.

STEWARD.

E. J. VAUGHAN, M. D.

MATRON.

Mrs. SARAH J. HUNTOON.

TEACHERS.

Miss CLARA MATTINGLY.

Miss MARY ANDERSON.

Miss JULIA PURNELL.

TEACHER OF MUSIC.

WILLIAM PLATO.

TEACHER OF HANDICRAFT.

DAVID LASCH.

SEAMSTRESS.

Miss SUSAN SATTERTHWAITE.

PHYSICIAN.

T. S. BELL, M. D.

ASSISTANT PUPILS.

ALICE WALKER.

LOUISA MONOHAN.

CHARLES FREDERICK.

KENTUCKY INSTITUTION FOR THE EDUCATION OF THE BLIND, }
LOUISVILLE, KENTUCKY, December 1, 1875. }

*To His Excellency, JAMES B. McCREARY, Governor of the Commonwealth
of Kentucky:*

HONORED SIR: Under the direction of the Board of Commissioners
of the Kentucky Asylum for the Education of the Blind, I herewith
transmit their Report for the year ending November 1, 1875.

I am, with great respect, yours,

T. S. BELL, *President*

Of the Board of Commissioners of the Ky. Asylum for Educating the Blind.

REPORT OF THE COMMISSIONERS OF THE STATE SCHOOL FOR THE BLIND.

The Commissioners of the Kentucky Asylum for Educating the Blind respectfully report, that the past session of the school, having the largest number of pupils ever assembled in the Institution, was the most gratifying in its general results of any that have been attained in the previous existence of the school. At no former period in its history have we ever known as great a desire to study, nor have we ever seen among the pupils as much progress. The Superintendent, the Matron, and all the teachers, have been faithful in the discharge of all their duties, and have been rewarded in that highest of all remuneration to them—the improvement of the pupils. To the Commissioners of this school the evidences of progress have been highly gratifying; but we should be more highly gratified in seeing the blessings, which the Commonwealth of Kentucky has provided for its blind children, enjoyed by every capable blind child in the State. We resort to all the means we possess or can devise to cause a knowledge of the character of this school to be carried to every portion of the State. But we are painfully conscious that there are many Kentucky blind children who should be in this school, who are kept away, chiefly through want of means for traveling, or, to some extent, by ignorance of the character of the school. To us who see the magnitude of the blessings which training in this school confers on the pupils, it is almost inexplicable that any blind children shall be kept from the elevating and ennobling ministrations secured to them by the just recognition of duty, which the Commonwealth has persistently maintained toward the blind through many blissful years to blind pupils. But we know that it is difficult, if not impossible, to correctly impress upon those entirely inexperienced and uninformed, a proper recognition of the endowments of the blind for the ameliorating and rectifying and advancing powers of education. To the class to which we refer, the idea of making the blind, by means of education, self-supporting, seems utterly futile. But useful and valuable as instruction and training are toward this exaltation to self-respect and independence, there is a higher field for the blind in what is called intellectual education. We cannot understand how any possible reason can be given for a decree, that the

loss of that almost divine faculty, physical vision, for acquiring a knowledge of the treasures of nature, shall have heaped upon it that great and deplorable evil—blindness of the intellect. In our ample experience and observation among the pupils of this school, we find that when the minds of the blind are quickened, invigorated, and guided by education, they may, upon comparison with the uninstructed blind, be regarded as almost lifted away from what are properly called the defective classes of the Commonwealth. We know that to the blind pupils of this school, the ways of cultivated and trained wisdom, the wisdom of the ages, the recorded experiences of mankind, are as winning and as attractive as among any seeing pupils. Who can frame a just reason or excuse why these anxious, groping blind pupils shall not be placed, by the common consent of the people and the strong arm of the Commonwealth, in these ennobling paths, and aided and encouraged to walk in them? If any class is to be neglected, Christian philanthropy and common sense, unite in saying that the blind children shall not be that class.

One of the greatest masters of literature and of history, nobly and eloquently says: "But what shall we say when we reflect that from hence" (the great works of Athenian genius) "have sprung, directly or indirectly, all the noblest creations of the human intellect; that from hence were the vast accomplishments and the brilliant fancy of Cicero, the withering fire of Juvenal; the plastic imagination of Dante; the humor of Cervantes; the comprehension of Bacon; the wit of Butler; the supreme and universal excellence of Shakspeare? All the triumphs of truth and genius over prejudice and power, in every country and in every age, have been the triumphs of Athens. Wherever a few great minds have made a stand against violence and fraud, in the cause of liberty and reason, there has been her spirit in the midst of them; inspiring, encouraging, consoling;—by the lonely lamp of Erasmus; by the restless bed of Pascal; in the tribune of Mirabeau; in the cell of Galileo; on the scaffold of Sydney. But who shall estimate her influence on private happiness? Who shall say how many thousands have been made wiser, happier, and better by those pursuits in which she has taught mankind to engage; to how many the studies which took their rise from her have been wealth in poverty—liberty in bondage—health in sickness—society in solitude. Her power is indeed manifold at the bar, in the Senate; in the field of battle; in the schools of philosophy. But these are not her glory. Wherever literature consoles sorrow or assuages pain—wherever it brings gladness to eyes which fail with

wakefulness and tears, and ache for the dark house and the long sleep—there is exhibited, in its noblest form, the immortal influence of Athens.”

The streams that flow through all our habits of thought and action have their origin in this perpetual fountain; “fresh in eternal youth, exempt from mutability and decay, immortal as the intellectual principle from which they derived their origin, and over which they exercise their control.” Shall we that have freely received not freely give?

We hold as a self-evident truth, that the blind, instead of finding in their defect a barrier to these pure and lofty incentives to great thoughts and noble deeds, plead imperatively that their intellectual eyes shall be opened to the enjoyments, the strength and the vigor that three thousand years of civilization have found in intellectual pursuits. If they may not perfectly rise to these great heights, they should be aided and encouraged to rise far above a state of helpless dependence—far above the degrading and demoralizing influences that are essentially a part of that state. Of themselves they cannot make a pool of Siloam, but the Commonwealth has enacted the part of Shallum and repaired the walls of the pool. For these reasons we gladly give our time, our labor and care, to every feasible method of instructing the blind as fully as possible, in everything that may be useful to them in enlarging, invigorating, and clearing their intellectual powers; in fitting them for the duties of citizenship in their largest scope. One of the ablest, most learned and most useful members of the British Parliament during the ministry of Mr. Gladstone, is a blind man—Professor Henry Fawcett. When his father was lamenting the loss of his son’s sight, the sufferer said: “Rejoice with me that my health is unimpaired, my purpose still strong, and my spirit as cheerful as ever.” He is one of the foremost men of his age. Among the great thinkers of Great Britain he is now recognized as the first. He holds the chair of Political Economy in the University of Cambridge, and as a teacher and an author on the subject of Political Economy he is well nigh unrivaled. His manual on the subject is the text-book in many colleges. He is the companion of Sir Charles Dilke, Auberon Herbert, and P. W. Taylor, and they are the leaders of that political party called the advanced liberals. When John Bright left the leadership of the independent benches for a cabinet position, this blind man was fully recognized as the most worthy for the place. His works on “The British Laborer,” on “Poor Laws and Pauperism,” on “Pauperism, its Causes and Remedies,” and on “National Education,” have scarcely

ever been equaled. He is confessedly the first man in point of ability now in the British Parliament. Blackwood's magazine for August, 1875, in a "Review of the Session," with a hatred for everything but intense Toryism, in speaking of the debates of the session, says: "While on the other side, Mr Fawcett is perhaps the only member of the Opposition who may be said in any way to have improved his position." No eye as readily lays open a sham in reforming abuses, as that of "the blind statesman of England;" no one so readily "detects the softly sheathed sting," no one is more clear and triumphant in his warnings against deceitful pretences for helping the feeble against the strong. The world will not lose by multiplying crops of such men.

We have in former reports given accounts of many blind men; some of whom filled stations of high responsibility; others successfully conducted business of an intricate character; of others who were successful in various departments of art, and of various pursuits successfully managed. They serve to show how nearly the educated and trained blind can make the sense of touch fulfill many of the purposes of vision. Even to the seeing touch is a faculty of the highest importance as an aid to perfectness of sight. Touch has much to do in distinguishing relations of space, and "has the special power of judging of all matter within reach, at once as to resistance, volume, and weight." It is, as Helmholtz says; "limited, and the distinction it can make between small distances is not nearly so accurate as sight. Yet the sense of touch is sufficient, as experiments upon persons born blind have proved, to develop complete notions of space." He adds: "We are continually controlling and correcting the notions of locality derived from the eye by the help of the sense of touch, and always accept the impressions of the latter sense as decisive. The two senses, which really have the same task, though with different means of accomplishing it, happily supply each other's deficiencies. Touch is a trustworthy and experienced servant, but enjoys only a limited range." Our labors in training the blind are founded upon these philosophical truths; experience and study have enabled those who apply them to elevate the sense of touch among the educated blind to a position far above that of an "experienced servant"—in fact, to that of an intelligent guide and conductor, a constantly whispering angel of light. We successfully strive to so train the sense of touch, that it may make amends for the loss of sight.

The printed material for the use of the blind has been greatly enlarged in the past few years, and we know of no pupils that find

greater enjoyment in literature than the blind. The American Printing House for the Blind, created by the State of Kentucky, and having the co-operation of Pennsylvania, New Jersey, Delaware, Illinois, Ohio, and Missouri, has printed a large number of books, the selection of which was made, to a great extent, under the advice of the Principals of the Blind Schools of the country. Through inventions of Mr. Huntoon, who is the Superintendent of this School, and Manager of the American Printing House for the Blind, facilities for supplying the blind with useful books have been largely multiplied. For instance, the cost of reprinting any of our books, when the demand was beyond the supply, was so great that it amounted in many cases to a prohibition. The invention of Mr. Huntoon enables him to stereotype from the paper page, at a cost not exceeding ten cents a page. Previous to this important invention, the cost of stereotyping was about five dollars a page. Mr. Huntoon's invention saves the cost of type-setting, and the American Printing House for the blind are able to reprint books for the blind at a charge but little beyond the cost of paper, press work, and binding. This is one of the most complete inventions ever made in printing for the blind; but this is only one of many inventions made by Mr. Huntoon for facilitating the teaching of the blind.

The cards by which the blind are taught to write, and with which they write lessons, compositions, letters, &c., cost, for single cards, from eighteen to thirty-six cents. The Managers of the American Printing House are able to furnish them, according to quality, at eight cents for the finest, and four cents for those less finely finished.

The teaching of mathematics, a science for which many blind pupils show a great aptitude, and an understanding of which is to them of inestimable value, was beset with almost insurmountable difficulty, until Mr. Huntoon devised a black-board, on which blind pupils make their diagrams for the solution of mathematical problems. The blind principal of the greatest blind school in England declared, while in Louisville, that the finding of that black-board for the blind, would have remunerated him for his journey from England, even though that had been the sole result. He had one manufactured in Louisville for the blind school in London. From an ample knowledge of what we are speaking about, we are satisfied that there is not a blind school anywhere that excels the Kentucky Institution in facilities for imparting instruction to the blind. There is not a "seeing" school in the world that has maps that even approach the excellence of those made by the Superintendent of the Kentucky School for the Blind, for the pupils under his charge.

We are constrained, from an imperative sense of duty, to urge upon the attention of the State authorities the necessity of legislative action in aid of our conscientious desire for increasing the number of the pupils in the school. Kentucky has, even under the grossly inaccurate reports of the census of 1870, only seven per cent. of her blind in the enjoyment of the blessings of this school. Kansas has 40 per cent. of her blind, under instruction; Iowa has 22 per cent. Some of the States are considerably below the per centage of Kentucky. Georgia has only $3\frac{1}{2}$ per cent. of her blind at school; Mississippi, Louisiana, Tennessee, and Texas, each has only 5 per cent. But terrible as the revelations of the census of 1870 are, we are satisfied that, in some very important particulars, they are not less than fifty per cent. below the actual facts. For example, the census for New Jersey reports the ratio of one blind person to 285.3 seeing persons; in New York, one in 1980; in Pennsylvania, one in 1999. But a legislative commission appointed by New Jersey to investigate the census tables on this subject demonstrates their fallacies. Those tables reported, as the number of "defectives of all classes," for New Jersey, 985, while the legislative commission ascertained that the number amounts to 2,100, of which 600 were blind.

If the people everywhere were properly awake to the necessity of educating the blind, if they should ever realize that education of the blind is not only a boon to the blind, but to the Commonwealth, as they easily could by patient, dutiful, and faithful investigation, these per centages of which we have spoken, instead of being meagre, would rise to a proper amplitude. If there were less namby-pamby pity for the blind, and a faithful recognition of duty toward these "defectives," and toward the Commonwealth, the blind and the State would reap vast benefits. Mr. C. D. Deshler, in an able paper on "The Defective Classes," says: "We meet a sad-faced blind child, and the tender woman by our side exclaims, 'Poor thing!' We also echo, 'How sad?' and pass on. We have paid our tribute of pity to a depth of woe that we could not comprehend, and which we did nothing to alleviate or cure." What a shame, a burning shame it is, that the world is too abundantly supplied with just such pity as Mr. Deshler describes, instead of that sense of duty which every one should recognize as an essential condition of life. Mr. Deshler adds to this description this statement: "As is the individual, so also is the Commonwealth; for the individual is society in miniature. The neighborhood, the municipality,

the State, the nation, take their hue from the units who compose them. If the people allow their pity to exhale in momentary sensations of sympathy, or restrict it to loquacious displays of compassion, the State will be moved by superficial emotion only. If the people make no self-denying efforts to alleviate or remedy distress, the State will solace itself by a partial or imperfect performance of its duty, and, like its constituent unit, will complacently refer to the little that it has done as an excuse for the much that it has left undone, hiding from its mountain of obligation behind its mole-hill of performance. * * * * And thus it happens that these few noble institutions, with their hundreds only of inmates, stand before and hide from our eyes the tens of thousands who are distributed over the land without care and protection." We know that these cares must cost something, but it is also true that a people may be grievously injured in their prosperity by a foolish saving that entails more expense than the amount saved. Only that State is "poor that cannot discharge its duties, that cannot mend its social evils or avert coming perils. That is ruinous economy that nourishes growing troubles because it costs something to prevent or remove them."

We speak of these things because they should form a part of the thoughts that must be devoted to an examination of duties, and to inquiries as to their performance. They are not intended as complaints against the authorities of the Commonwealth of Kentucky. They have, with great liberality and an enlightened judgment, performed their duties toward the blind children of the State, in providing means for their care, education, and training. But there is remissness in duties toward the blind, not by the law-making power, but on the part of the assessors, who are required by law to report all cases of blindness in their respective counties. This duty is greatly neglected. The returns thus made are in some instances absurd. In one year there was reported for one county fifty one cases of blindness. In another county, containing more than twenty times the population of the "blind" county, only one case was reported. It is due to the Commonwealth and to its representatives in managing this School for the Blind, that accurate knowledge as to the numbers of blind in each county shall be obtained. The very best economy for the proper care of the blind is exhibited in educating them. This, and only this; can the State do for their elevation from the class of helpless dependents, to that nobility that consists in honest efforts to make a livelihood—by making the hands minister to the support of their owners. In a large number of instances we have known this to be done through the instrumentality of the Kentucky School for

the Blind. Hence our earnest and assiduous efforts to instruct and train the blind pupils as nearly as possible as we should instruct and train pupils that are not defective in any of their senses. In view of these truths, it is evident that in proportion to the number of the blind children of the State that can be placed under the influences of this school, the larger will be the amount of good conferred on the blind and upon the Commonwealth. We should rejoice if we could succeed in bestowing on every blind child in the State, capable of receiving them, all the blessings that the enlightened philanthropy of Kentucky has liberally provided for them.

We have urged upon the legislative authorities the necessity of a law for the grant of mileage to all blind pupils who should be in the school, but whose necessities prevent them from commanding the means for conveying them from their homes to the school. A law of this kind, carefully guarded in its provisions, passed the Senate. It should pass the House without a dissenting voice, and will undoubtedly receive the approval of the Governor. This will materially aid us in gathering pupils into the school, and with that the work of improvement begins, an improvement alike beneficial to the pupils and to the State.

Another measure of great importance to the blind and to the State should invoke legislative attention. We cannot present this important matter in more expressive terms, except in a single emendation, than we used in our report to His Excellency, Governor Leslie, in the Annual Report made December 7th, 1874, as the law required, but which was not submitted to the General Assembly, as it did not meet last winter. We then said: "While the State makes ample provision for enabling blind children to become well educated, and for training them into habits of self-supporting measures, some of the counties permit money allowances to be made to the families of blind children, as an aid toward taking care of them. We do not know of any family in the State that can take such care of blind children; that can improve and equip them for a useful life, to such a degree of permanent excellence, as the School for the Blind can. In many instances, these pitiful allowances work grievously to the detriment of the blind children, by not only depriving them of all the benefits the State has provided for them, but by furnishing them means to become hopeless, helpless, ignorant paupers. We hope that the wisdom of the Legislature will devise measures for prohibiting everything of this kind in all cases of blind children capable of being taught in the Asylum for Educating the Blind. In urging upon the attention of the General Assembly the ordainment of laws for

increasing the number of pupils in the Blind School, we are carrying forward the interests of the responsibilities conferred on us as guardians of the blind children of the State. If there were double the number of pupils in the school, this would be very far from doubling the expenses of the Institution, to say nothing of the universally recognized truth, that every community is benefited by the conversion of a drone into an honest and useful worker; by changing the life of a mere consumer into that of a meritorious producer. We see so many successful instances in the Blind School of these beneficences, that we cannot fail to become fully conscious of the vast utility of this Institution—a consciousness which we feel an imperative duty upon us to impress on all others as thoroughly as we can. If, as Commissioners of the Blind School, we were governed by selfish motives, we should be careless about filling it with pupils, for it should be self-evident to every thinker, that an increase of the number of pupils increases our cares, our solicitude, responsibilities, and labors. But that sense of duty that has hitherto induced us to industriously employ all proper means for extending the blessings of its educational powers to every blind child that we can hear of or reach in the State, is our only incentive in this."

While we thus plead the cause of the blind that are cared for by the State, we are painfully conscious that there is a large class of those worthy objects of State beneficence, who are not the subjects of any useful care. It would probably be impossible to refer to any documents on which less reliance may be placed, than the tables of the national census. That of 1870 is not any improvement in accuracy upon its predecessors. But even in its crotchety figures we may find distressing facts. The returns show, according to Mr. Deshler, that "there are in the United States twenty-six institutions for the deaf and dumb, with 3,061 inmates; seven for the deaf and dumb and the blind combined, with 657 inmates; nineteen for the blind, with 1,433 inmates; and seven for the feeble-minded (idiots and imbeciles), with 686 inmates—a total of fifty-nine institutions and 5,837 inmates. By the same authority, there are in the States where these institutions are located 12,178 deaf and dumb persons, 4,591 of the deaf and dumb and the blind combined, 14,725 who are blind, and 10,578 who are feeble-minded—or a total of 42,072, showing that in the States which have institutions for the care of these defectives less than fourteen per cent. of the whole number are cared for, the number provided for being 5,837, and the number uncared for 36,235. A further analysis of these statistics shows that in the same States about twenty-five per cent. of the deaf and dumb, fifteen per cent.

of the deaf and dumb and blind combined, eleven per cent. of the blind, and seven per cent. of the feeble-minded, are cared for.

These may well be termed distressing facts, and it is a part of the duty assigned to us by the Commonwealth to do all in our power to enlarge the number of blind pupils in receipt of the State's provident care, and to exert ourselves assiduously toward the great reduction of the numbers of the blind for whom no proper care is manifested. We should be unworthy of the trust reposed in us, were we to fail to make all proper exertions toward this great public interest. He must reason very indifferently, who supposes that the provisions made for educating and training the blind, are useful only to the blind pupils who receive the direct benefits. The indirect results to society and to the Commonwealth are very large factors, that should never be neglected, in estimates founded upon the difference between pauperism enforced by neglect, and the prevention of pauperism among the helpless blind, by teaching them self-respect, by rousing and inspiring their intellects, and by teaching them and training them in useful pursuits that enable them to earn their own livelihood. These are gratifications beyond price to those of us who have gratuitously devoted a large portion of our lives to the welfare of the blind pupils of Kentucky. The other side, the inevitable side of the picture, is almost too dark to look upon. It has been said, and sad experience bears testimony to its truth: "The lot of such of our defectives as are not provided for in institutions has no alleviating feature. Instead of being improved either physically, mentally, or morally, they are rapidly and inevitably gravitating lower and lower in the scale of humanity. While they are undergoing the swift process of degradation, they are subjected to want, suffering, pitiless exposure, and shameful outrage. They are rendered forever incapable of contributing to their self-support, and, with few exceptions, must become a public charge. Especially pitiable is the case of the large body of the feeble-minded. A great proportion of these are scattered among alms-houses, filthy, diseased, untaught, and unkempt, and in many cases they are treated with shocking indifference, or still more shocking indignity and even cruelty. Others are left in the normal care of ignorant or heartless relatives, to whom they are a burden and shame, and by whom, from want of knowledge, or means, or feeling, they are permitted to sink to a level lower than that of the beasts. As a whole, this multitude of defectives are a blot upon our civilization, a reproach against our enlightenment and Christianity, an indignity against humanity, and a shame to our States and people. These sightless eyes, deaf ears, mute tongues,

cellence of the work, that the discovery of as perfect an automatic ten- and impotent brains, are a perpetual witness against us before God and our own consciences ; and hereafter we cannot relieve ourselves of our responsibility by pleading ignorance of the facts."

We have frequent opportunities of seeing some portions of these disagreeable features among some of those who spend their vacations at home, but especially among some of the new pupils. Their physical frames often show as much the want of proper care, judgment, and management as their minds. Under the healthful influences of the school, through the hygienic measures resorted to, care in diet and good training, many serious forms of physical suffering soon begin to improve. The difference which is annually obvious to us in the physical and mental condition of blind pupils at the beginning of a session and at its close is so great that we often wish that they could enjoy the genial influences of the school the entire year. Our Institution annually shows through its pupils, that which was seen by a member of the legislative commission of New Jersey, appointed to survey a field somewhat similar to that in our charge: that "healthfulness, happiness, and intelligence, are eloquent witnesses for the patient and effective training, and the tender and affectionate oversight of those who have them in charge. They are healthy, animated, playful, gay-hearted, and manifest a quickness of perception and a degree of intelligence that would be creditable to children in the enjoyment of all their faculties." These are not mute appeals, as they address themselves to our observation of the pupils in the State Blind School. They cogently say to us, that while all "the defective classes," the mute, the blind, and the feeble-minded, deserve the provident care of the Commonwealth, none of them give better returns for that care than the blind pupils. The mass of them are assiduous in study; they have promptly responded to the increased facilities for learning that the Superintendent has invented for them, and to the careful and devoted labors of their teachers, all of whom are earnestly alive to the sacred duty intrusted to them.

In addition to literary and musical instruction, the girls are taught the use of the sewing machine. They readily learn to thread the needles; some of them can take the machines apart, clean, oil, and put them together again. The new machine with automatic tension, of Wilcox & Gibbs, is so thoroughly adapted to the blind, that it looks as though it was invented especially for them. The tension has so much to do with success in the use of the machine, with the integrity and ex-

sion as this, is a discovery scarcely, if any, inferior to the invention of the sewing machine. In addition to this great improvement, this new machine of Wilcox & Gibbs has stamped on the cloth plate a table that shows the proper size of needle and length of stitch for each size of cotton or silk. To the left of this "stamped table" is a slot surrounded by a shield. A handle moves a cylinder, on the surface of which are the various numbers indicating the "stitches to the inch," and the handle is to be moved until the required number appears in the slot. The machine is now ready for work, and by attention to the "stamped table" and the slot, "good and durable work is secured." For example: if No. 70 thread is to be used, the table shows that the No. 2 needle is required, and this makes 22 stitches to the inch. The handle of the stitch regulator is turned then until 22 appears in the slot, and in this way other automatic powers than that named for the tension regulate the working of the machine. If cotton thread No. 100 is used, the "table" shows that the needle required is No. 1, and this gives 27 stitches to the inch. The cylinder in the slot is turned until 27 comes into the opening, and this form of work is thus secured. We have seen the work done by all the machines, and we have never seen that of this new machine surpassed; and no other machine equals it in securing uniform good and durable work. This is not left to the imperfection of judgments, but is regulated by the perfectness of machinery.

At the request of this Board of Commissioners, the inventor of the great improvements in the Wilcox & Gibbs sewing machine has perfected a method by which the inventions we have described for the use of the "seeing" are made equally accessible to the blind. The regulation of the cylinder in the slot, aids in regulating the tension and the selection of the needle. To the blind the numerical condition of the cylinder is given through the ear. By the use of a small lever the blind girl can tell perfectly when the machine is set for making the desired number of stitches to the inch and the size of the needle to be used for the purpose. If twenty stitches to the inch are desired, the little lever is drawn forward until five clicks are sounded; if twenty-two stitches to the inch are preferred, six clicks are sounded, and the machine is prepared for that number of stitches; thus the clicking gives to the blind girl information given to the seeing girl by the figures seen on the cylinder. This very ingenious and perfect invention will prove a great blessing to blind sewing girls. For their use, the difference, in many respects, between this improved machine and other sewing machines, is almost as great as the difference between raised letters and ordinary print for the literary

instruction of the blind. As this valuable invention was made at our request, we feel that this acknowledgment of the service is due to the successful and meritorious inventor.

In our report to the Governor of the Commonwealth, made 7th of December, 1874, in the absence of a session of the General Assembly, we fully reported the necessity of expenditures for the construction of two flues on the outside of the building, for the successful working of the apparatus for the heating the building by steam. For information on this and other matters connected with the School for the Blind, we respectfully refer to that report.

To Professor J. M. Bodine, of the Medical Department of the University of Louisville, we are indebted for the successful extirpation of a diseased eyeball from one of the girl pupils and his excellent attentions to the case. And we cordially thank Dr. C. S. Fenner, a distinguished oculist of Louisville, for the gift and fitting of an artificial eye to the pupil on whom Professor Bodine performed the operation of extirpation.

The Commissioners are thankful to Messrs. Powers and Weightman, of Philadelphia, the distinguished manufacturers of Pharmaceutical preparations, for a liberal supply of sulphate of Cinchonidia, one of the alkaloids of Peruvian bark. Its use among the sick pupils has been attended with very successful and gratifying results.

The Commissioners gratefully acknowledge the continued courtesies of the Editors of the Courier-Journal, the Daily Commercial, and Dwight's Journal of Music, in furnishing the school, for the benefit of the pupils, copies of their papers.

The Institution is greatly in need of a new stable. The present building is liable to fall at any time, and it has been repaired from year to year until it can scarcely hold any new repairs. For the sum of fifteen hundred dollars, we can build a stable sufficient for the use of the Institution; a stable that will endure as long as the school building itself. We have borne with the present tumbling-down stable because there were other things of a more pressing character needed for the school. The old frame building has over-lived its time through the aid of numerous efforts at staying its weak places; but there is no longer strength enough in the decayed timbers to receive aid from props or repairs. It was built of wood, and should not be confided in any longer. We may be able to use a portion of a new building for the workshop in which the boys receive instruction in those kinds of handicraft that are to fit them for earning a livelihood.

The experience of the past year has fully confirmed the members of this Board in the opinion we expressed in our report to the General Assembly on the workings of the new law that devised new regulations for the charitable institutions of the State. In its bearings upon the Kentucky School for the Blind it does not possess the advantages of the old system that had been successfully employed for a period of over thirty years. That new law, in calling this school an asylum, gives us a great deal of trouble, without even the semblance of a benefit. This Blind School does not possess a farm, and its pupils cannot labor upon even the small portion of land that we can appropriate to cultivation. The farms connected with the Lunatic Asylums, and the Deaf and Dumb School may be profitably managed, because the inmates may work upon them; but this cannot be expected of blind pupils. Nor can we perceive the advantage of having a steward with a salary of five hundred dollars, for the performance of duties that can be thoroughly discharged by the members of this commission, without any charge therefor. For the benefit of the school we pray that the law, naming this Institution an Asylum, and providing for it a steward at a salary of five hundred dollars, be repealed, and that all the restrictions respecting disbursements shall remain in full force and be transferred to the Board of Commissioners. We have the custody of the fund. We regard it as a sacred trust, confided to us by the Commonwealth, and we watch over it with at least equal care with that we exercise over our personal interests. Holding as we do that all improvident or negligent expenditures of this fund are that much taken from the blind, we, by all the means known to us, exercise the most rigorous economy that is consistent with the welfare of the blind pupils. Not a dollar can be drawn from this fund without the action of the Board of Commissioners, and no bill is ever ordered to be paid until it has undergone the scrutiny of the Commissioners.

We herewith submit the annual report of the receipts and expenditures of the Kentucky Asylum for Educating the Blind, including the twelve months from November 1st, 1874, to November 1st, 1875.

RECEIPTS.

Receipts from the State Treasurer during the year	\$20,362 90
Received from workshop	720 82
Received from tuition of Tennessee pupil	200 00
From sale of stove	2 00
From amount on hand at last annual report	11,920 10
Produce of the garden	212 95
Total.	<u><u>\$32,418 77</u></u>

EXPENDITURES.

Amount of warrants allowed, as shown in detail in quarterly reports to the Governor	\$18,978 70
Produce of the garden	212 95
Total.	<u>\$19,191 65</u>
By balance of money subject to warrants	13,227 12
Total.	<u>\$32,418 77</u>

We also adopt, as a part of this Report, the report of the Superintendent on the management and condition of the school.

We cordially commend the blind pupils to the fostering care of the State authorities.

We are, very respectfully,

[Signed]

T. S. BELL, *President*,
 WILLIAM F. BULLOCK,
 Z. M. SHERLEY,
 W. N. HALDEMAN,
 JAMES HARRISON,
 HENRY J. STITES,
 WILLIAM KENDRICK,
 T. L. JEFFERSON,
 GAVIN H. COCHRAN.

SUPERINTENDENT'S REPORT.

To the Commissioners of the Kentucky Asylum for the Education of the Blind:

GENTLEMEN: The progress of the school during the past year has been highly satisfactory. The number of pupils that have received instruction during the year is eighty-four, whose names and residences are herewith given.

Lilly Armstrong,	-	-	-	-	Lexington.
Nancy Bates,	-	-	-	-	Grayson county.
John Beckman,	-	-	-	-	Louisville.
Effie Berry,	-	-	-	-	Lexington.
Charles Bohanon,	-	-	-	-	Louisville.
Patrick R. Boston,	-	-	-	-	Metcalf county.
Alice Bradley,	-	-	-	-	Louisville.
Harrison Branch,	-	-	-	-	Henderson county.
Nannie Peak Brown,	-	-	-	-	Warsaw.
Mathew Blute,	-	-	-	-	Newport.
Margaret Carpenter,	-	-	-	-	Ohio county.
Henrietta Catlett,	-	-	-	-	Hopkinsville.
Mary Cavanaugh,	-	-	-	-	Louisville.
William Clark,	-	-	-	-	Louisville.
Winfield Scott Clark,	-	-	-	-	Muhlenburg county.
Neppie R. Conway,	-	-	-	-	Versailles.
Willis Daffern,	-	-	-	-	Wayne county.
Cynthia Ann Deaton,	-	-	-	-	Rockcastle county.
Frank P. Dollins,	-	-	-	-	Glasgow.
John M. Ernst,	-	-	-	-	Louisville.
Ada Etheridge,	-	-	-	-	Louisville.
John Etheridge,	-	-	-	-	Louisville.
Annie Fahy,	-	-	-	-	Pulaski county.
Jeannie B. Fitzpatrick,	-	-	-	-	Priceville.
Algernon F. Flournoy,	-	-	-	-	Paducah.
Robert Fox,	-	-	-	-	Louisville.
Charles Frederick,	-	-	-	-	Louisville.
Belle Hardin,	-	-	-	-	McLean county.

Lorenz Hausman,	-	-	-	-	Newport.
Joseph T. Hawkins,	-	-	-	-	Bourbon county.
Effie Hazard,	-	-	-	-	Louisville.
J. William Heiser	-	-	-	-	Newport.
Mildred J. Horrill,	-	-	-	-	Daviess county.
Annie C. Homire,	-	-	-	-	Louisville.
Josie Kearns,	-	-	-	-	Jefferson county.
Anna Bell Kendall,	-	-	-	-	Louisville.
Bridget Kirwan,	-	-	-	-	Louisville.
Mary Ann Landis,	-	-	-	-	Lexington.
Molly Lawson,	-	-	-	-	Hardin county.
Lenora Lillis,	-	-	-	-	Frankfort.
Barbara McKinney,	-	-	-	-	Crab Orchard.
John R. Magoffin,	-	-	-	-	Harrodsburg.
Thos. Meddis,	-	-	-	-	Jefferson county.
George M. Miller,	-	-	-	-	Hawesville.
Louisa Monohan,	-	-	-	-	Louisville.
Emma Moorman,	-	-	-	-	Hardin county.
Noah B. Morehead,	-	-	-	-	Webster county.
Pamela P. Morehead,	-	-	-	-	Webster county.
Lulie Morton,	-	-	-	-	Mason county.
James Murray,	-	-	-	-	Louisville.
Benj. H. Myers,	-	-	-	-	Nicholas county.
George Neville,	-	-	-	-	Daviess county.
Alice Parsons,	-	-	-	-	Louisville.
Delilah E. Patton,	-	-	-	-	Ohio county.
Nancy J. Porter,	-	-	-	-	Boone county.
Elizabeth Purdy,	-	-	-	-	Daviess county.
Helen May Purnell,	-	-	-	-	Maysville.
Rebecca Roberts,	-	-	-	-	Lexington.
Mary F. Rogers,	-	-	-	-	Lexington.
Walter Saffarans,	-	-	-	-	Memphis, Tenn.
Georgia Sale,	-	-	-	-	Louisville.
Elizabeth Schafer,	-	-	-	-	Louisville.
Louis Schafer,	-	-	-	-	Louisville.
Lucy Scott,	-	-	-	-	Princeton.
William Settle,	-	-	-	-	Barren county.
James H. Shacklett,	-	-	-	-	Meade county.
Nimrod L. Shepherd,	-	-	-	-	Clifton county.

Beverly Smith,	-	-	-	-	Crittenden county.
James Stephens,	-	-	-	-	Wayne county.
Elizabeth Stull,	-	-	-	-	Montgomery county.
Frederick Telkammer,	-	-	-	-	Louisville.
Emile Trebing,	-	-	-	-	Louisville.
Mary Alice Walker,	-	-	-	-	Louisville.
Agatha Weaver,	-	-	-	-	Mason county.
Jane Weaver,	-	-	-	-	Mason county.
Agnes Wells	-	-	-	-	Metcalf county.
Naomi Wells,	-	-	-	-	Harrodsburg.
Nannie Wems,	-	-	-	-	Louisville.
James Whitty,	-	-	-	-	Louisville.
Esther Arline Wilhite,	-	-	-	-	Lexington,
John Williams,	-	-	-	-	Johnson county.
Ola Wood,	-	-	-	-	Jefferson county.
Mary C. Wooldridge,	-	-	-	-	Hardin county.
Ella Van Zandt,	-	-	-	-	Elliott county.

The various branches of education pursued in the school are for the most part elementary. The aim on the part of the teachers has been to secure thoroughness; and in return for their earnestness, energy, and devotion, they have had the pleasure of seeing a spirit of industry excited and maintained among their pupils. Arithmetic, geometry, history, English composition, physiology, geography, reading, writing, and spelling have been taught with satisfactory results. Wherever it has been possible, tangible apparatus has been used, and systematic efforts have been made to cultivate and develop the sense of touch, especially with the younger pupils. In the study of physiology, the Auzoux models, purchased for the school, in Paris, by Prof. Lawrence Smith, and which arrived last May, have been of invaluable service; and both teachers and pupils regret that the school has no more of them. Their use in any school would be most valuable, but in schools for the blind there is no other apparatus that has ever been devised that can equal them in beauty of execution, accuracy of detail, and benefit to the pupils. The value of the entire collection in Paris is twenty thousand dollars, of which our school possesses five hundred dollars' worth.

The girls have also received special instruction in sewing, knitting, and the use of the sewing machine, and some of the larger girls, by the aid of pasteboard patterns, cut out and make their own garments.

The boys have also received special instruction in handicraft, and many of them have learned to cane chairs with the open and the solid seat, and to make brooms, and mattresses of various kinds.

Special attention has been paid to the instruction of all the pupils in music. One of the most eminent musical professors of the city gives two days every week to the tuition of the most advanced pupils in instrumental music, and the teaching of vocal music to all. The musical apparatus of the Institution includes a melodion, ten pianos, and brass and stringed instruments sufficient for the maintenance of a brass band and an orchestra among the pupils.

While we come far short of what we wish and aim to accomplish, we believe that the principle upon which our school is founded is the true one, that the blind should be taught to take their places in the world as independent and useful members of society, intelligent and industrious, and as responsible, and as capable of leading in all enterprises of public enlightenment and culture as though they had not lost their sight. To this end all the instruction in the Institution tends; it is not an asylum for distressed and afflicted paupers, it is not a hospital for the medical treatment of diseased eyes, but it is one of the public schools which is furnished, with a beneficence no less wise than kind, by the State to all of her children.

This is the view taken by all the States of our union in the management of their Institutions for the Blind. It is the desire and earnest purpose of all those connected with our own school to make it stand abreast of the foremost in every essential point of excellence.

The Commissioners by their advice and counsel, and by their personal supervision of the contracts for the repairs and supplies of the Institution, have rendered it service of the most important and practical kind. The teachers have proved themselves earnest and enthusiastic in their laborious work. And the servants have performed their never-ending duties with cheerfulness and fidelity. And through it all there has prevailed a spirit of harmony and kindness felt by Commissioners, officers, teachers, servants, and pupils alike, that has made the past year a prosperous and a happy one.

Respectfully submitted,

B. B. HUNTOON, *Sup't.*

